

HH 3001
HISTORIOGRAPHY: THEORY AND METHODS
Semester 1 AY2025-2026

Contact details

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Course Aims

What IS history? Who is to say? Can historians ever write “objective” histories? What is lost and gained in the process of turning the traces of a messy past into neatly woven narratives? What are the ethics of reading the past through the present? Why do particular books come to be considered ‘classics’? Why do certain types of history become influential at particular moments of time? What power dynamics underly the writing of history, within and beyond universities? How have historians questioned and critiqued the power dynamics of their discipline? In an age in which information is widely available, are we in a sense all historians or should the practice be left to those trained at universities and well-versed in the art of using footnotes? What can past approaches to the writing of history teach us about what it means to be a historian today?

This course will provide answers to these and many other questions pertaining to the craft of the historian. Building on the basic skills acquired in HH1001: What is History, this course offers a more advanced introduction to the theories and methodologies underpinning the historical discipline. We will discuss issues of class, race, gender, colonialism, knowledge creation, and globalization in relation to 20th century historiography. Each week we will explore a different approach to history, such as: the Annales ‘school,’ Marxism, social history, post-structuralism, gender history, post-colonialism, oral history and transnational history, among others. For each historical approach, we will look at one or two important or illustrative historical works and contextualize their contribution to wider historical and theoretical debates through reading relevant secondary sources.

Intended Learning Outcomes

By the end of the course, you (as a student) would be able to:

1. Identify major methodological developments in the English-language historical literature of the 20th and 21st centuries.
2. Compare and contrast some major historical approaches.

3. Synthesize and engage in various theoretical debates.
4. Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
5. Formulate original historical arguments and explanations that effectively deploy primary and secondary source evidence.

General expectations:

- Students must attend the weekly seminars and fully participated in discussions and activities in class.
- I will generally only post slides, if available, on NTULearn after class.
- Students must **read the assigned materials** before each class. Those readings listed under “further reading” are not mandatory; they are for those who wish to explore the topic further. Essential readings will be accessible on NTULearn. Students can find further readings in the Reserves at the Library Outpost in The Hive.
- Students should check NTULearn for important information regarding the course and assignments.
- Students should arrive on time; late arrival will result in a deduction of participation marks.
- Note that NTU’s Policy on Student Code of Conduct applies.
- If you would like to set up a consultation, please email me to set up a time. I will generally hold consultations over Zoom.
- You can usually expect a response within two business days to emails sent on weekdays. I do not answer emails on weekends or outside business hours (9 am-5 pm, Monday-Friday, excluding public holidays).

Assessment

Component	Weighting	Due date
1. In-class participation	10%	Ongoing
2. Online participation	10%	Ongoing
3. Research essay proposal	15%	Due date TBA
4. Open-book in-class test	20%	Due date TBA
5. Research essay	45%	Due date TBA

Individual class participation (10%)

Since discussion and debate with fellow students will be an important means by which you will develop your critical thinking and communication skills, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class. Rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

We will form groups in week 1 for the purposes of the question discussion (see below). You will also be assessed on your *individual* contributions to group work conducted in class. Groups will not be marked on a group-basis for participation.

Online participation (10%)

I will set up a Discussion Board on NTULearn for each week with compulsory readings.

- 1) In all weeks with compulsory readings, you are required to post **one question** on the compulsory readings with a **150-250 word explanation** of your question. The question you post should engage critically with the **“school”/methodology** discussed in the readings for that week and it should reflect your **comparison of all the compulsory readings** assigned for that week. **Include page numbers** and relevant terms from the readings so that I can see that you have done the readings. To give your classmates sufficient time to respond to your question, please post your question by **5 pm the day before class the latest**.
- 2) Each week, you should **respond** to one other student’s question on the Discussion Board. Responses should be there by **9 am the day of class**.
- 3) In class, you will then be asked to discuss the questions posed by you and your group members as a group and to **present the one question you find most relevant and your answer to this question**. The presenter of the chosen question should be a different person every week and it is expected that all group members provide input for the discussion and presentation.

Note: use of **AI** assistance is **not permitted** in the development or generation of Discussion Board posts (see below).

Research essay proposal (15%)

Due: TBA

800 words (excluding footnotes and bibliography)

Note: use of **AI** assistance is **not permitted** in the development or generation of this assignment (see below). All students are **required to use Google Docs** for writing this assignment. The **link** to the Google Docs should be included on the cover page of your final submitted assignment.

Please read the research essay description and requirements below before beginning this assignment. The research essay is a substantial piece of primary and secondary source research which will prepare you for undertaking larger research projects in 4000-level courses and/or FYP.

The proposal should be in **prose**, with full sentences and paragraphs.

The proposal should include the following sections:

A. Essay question:

State your essay question and briefly explain why you are exploring this question; that is, explain its historical significance. An essay question is *not the same as an essay topic* or subject area and needs to take the form of a *question*. Common history essay questions include 'why,' 'how' and 'to what extent' questions. 'Why' questions usually ask about *historical causation* (What caused X? Why did X happen? E.g. Why did anti-caste nationalism emerge in late nineteenth and early twentieth century India?). 'How' questions often ask about historical patterns or processes (How did X shape/structure/produce Y? e.g. How did gender shape anti-caste nationalism in early twentieth century India?). 'To what extent' questions usually ask about the weighting of different historical causes or aspects of a phenomenon (E.g. To what extent did colonial forms of knowledge produce changes in caste structures in India? Or: To what extent was Gandhian nationalism an anti-caste movement?). Sometimes a 'why' question is more effective than a 'to what extent' one, as it opens up the range of causes or aspects you could consider.

B. Scope:

In **1 sentence** state the **time period and geographical focus** – probably <50 words.

Please be **succinct and precise** here. E.g. 'during the colonial period in India' is not an adequate description of the period of the essay. If you are referring to the period of direct *British* rule, you are talking 1760s-1940s (a long period!), or if referring to *colonial* rule generally, c. 1505-1960s, from when the Portuguese first established colonies in India.

C. Secondary literature:

Discuss the key issues or points of debate in the secondary source literature. How will your analysis contribute to, extend or (perhaps) challenge this secondary literature? You don't necessarily need to disagree with previous authors on the subject, but good research projects extend the existing literature in new directions, ask new questions or contribute a fresh perspective.

D. Methodology/theory:

Discuss the methodological and/or theoretical approach you will take in the essay. As the purpose of this course is to deepen your understanding of historiography, you are expected to engage with historical methodology and theory. You can draw on the approaches to history in the course syllabus, or other approaches we have not covered. But either way, I expect to see engagement with history methodology and theory.

E. Preliminary argument:

Explain your primary arguments based on your research thus far. This should be the **longest section**. Although this is a preliminary argument and it will be refined in the essay, it should nonetheless be a **convincing and logical** argument. Support the preliminary argument with **brief examples and citations**. You need to do some **serious research** prior to submitting the proposal in order to craft a convincing preliminary argument.

F. Primary source research:

Briefly explain your approach to primary source research. Note what **types** of primary sources you have found thus far and **cite examples** in your footnotes. Explain why these primary sources are useful. Discuss any **anticipated limitations** in the primary source evidence. Using a mix of different types of primary sources strengthens the analysis. If you only have access to certain

kinds of primary sources, how will this impact your analysis? If you cannot read/access a relevant language, how will you negotiate this?

G. Bibliography:

Include **only** sources you have **referenced in footnotes**.

Please note that the **entire proposal** should be **fully referenced in footnotes**.

Some tips on research:

For secondary sources, I advise you to prioritise journal articles and books, as these are usually peer-reviewed (i.e. appraised by other scholars in the field prior to publication). MA or PhD theses are widely available online and can sometimes be rigorous, but they are not peer-reviewed like journal articles and books are. Websites and media sources vary widely in how 'reliable' they are. But even when they are accurate, websites and media sources are generally not in-depth because they are brief. Thus, using a lot of websites and media sources does not evidence in-depth research and will likely result in a quite superficial analysis. That said, the sites of archives, libraries and museums can be especially useful for primary sources.

3-5% will be deducted for incorrect referencing style. Plagiarism will be penalized (see plagiarism section below).

Late penalty: 2% per day that the assignment is late.

10% word limit allowance below and in excess to the word limit.

Please note that **self-plagiarism will be penalized** in both the proposal and the major essay. Please avoid these two forms of self-plagiarism:

1. **From other courses:** Self-plagiarism includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon reading you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.
2. **In your FYP:** You can use the HH3001 essay to explore a *broad* topic area that you are thinking about for your FYP thesis. However, if you include any parts of your HH3001 essay in your FYP, this will constitute self-plagiarism and will be penalized. Moreover, in order to write a good FYP you will need to substantially revise and refine your HH3001 essay and, likely, reframe the focus or question based on feedback from HH3001 and your FYP supervisor. A good way to avoid plagiarism on your FYP, while also using HH3001 to prepare for FYP, is to choose a question that will allow you to explore the broad topic area you plan to research for your FYP, but then formulate an FYP question on a different dimension of this broad topic area.

Open book in-class test (20%)

Due: TBA

This will be an in-class and open book test, with essay-format questions. Students will be advised of the type of printed materials that they can bring to the test at the start of the semester.

The focus of the essay questions will be on analyzing how *historical change* is perceived in the compulsory readings and the broader “schools”/methodologies to which they are linked. You may be asked to compare and contrast different compulsory readings and/or different “schools”/methodologies. You may also be asked to examine how a particular compulsory reading relates to the broader “school”/methodology examined that week (e.g. Marxist, gender or subaltern history): is there anything specific about this work that deviates from the broader approach with which it is associated?

You should include examples from the readings to illustrate your argument. Your answers should be clearly expressed and logically structured.

The responses will be marked on: a) argument and analysis; b) understanding of the historiography; c) evidence/supporting examples; d) structure; e) expression and grammar.

Research essay (45%)

Due: TBA

3000 words (excluding footnotes and bibliography)

Note: use of **AI** assistance is **not permitted** in the development or generation of this assignment (see below). All students are **required to use Google Docs** for writing this assignment. The **link** to the Google Docs should be included on the cover page of your final submitted assignment.

The final research essay should be a well-argued and well-researched piece of writing, based on both primary and secondary source research.

Please state the essay question at the beginning of the essay in a heading.

The essay should include the following elements:

- The essay should present a clear research question and a convincing overarching argument. The argument should be foreshadowed in the essay’s introduction, be developed through a logical essay structure and be summed up in the conclusion.
- The essay should analyse the major points of debate in the secondary literature on the topic and highlight how your argument and approach is similar to and/or different from that of other historians. How will your analysis contribute to, extend or (perhaps) challenge this secondary literature? You don’t necessarily need to disagree with previous authors on the subject, but good research projects extend the existing literature in new directions, ask new questions or contribute a fresh perspective.
- The essay should draw on relevant historical methodology and/or theory to frame the research question and argument. Your engagement with historical methodology and/or

theory may also be relevant to how your argument and approach compares to the secondary literature on your subject. You can draw on the approaches to history in the HH3001 syllabus, or other approaches we have not covered. But either way, I expect to see engagement with history methodology and/or theory.

- The essay should analyze a variety of primary sources to support the argument of the essay. Drawing on various types of primary sources will strengthen the argument and show strong research skills. If there are limitations to the primary source research you were able to conduct or the types of sources you had access to, you will need to account for this in your analysis.

Please note that **self-plagiarism will be penalized**. Please avoid these two forms of self-plagiarism:

1. **From other courses:** Self-plagiarism includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon reading you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.
2. **In your FYP:** You can use the HH3001 essay to explore a *broad* topic area that you are thinking about for your FYP thesis. However, if you include any parts of your HH3001 essay in your FYP, this will constitute self-plagiarism and will be penalized. Moreover, in order to write a good FYP you will need to substantially revise and refine your HH3001 essay and, likely, reframe the focus or question based on feedback from HH3001 and your FYP supervisor. A good way to avoid plagiarism on your FYP while also using HH3001 to prepare for FYP, is to choose a question that will allow you to explore the broad topic area you plan to research for your FYP, but then formulate an FYP question on a different dimension of this broad topic area.

The essay should be **fully referenced in footnotes**, using the Chicago footnotes/bibliography style outlined here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. For other essay formatting requirements, please see the Course Style Guide in the appendix to this syllabus.

The late submission penalty for this assignment is **2% per day** that the assignment is late.

Course policies

Use of Artificial Intelligence

Artificial Intelligence (AI) must **not be used** in this course, including but not limited to the discussion board posts, essay proposal, major essay or take-home test. AI must not be used **for any purpose**, including but not limited to:

- i. You may **not** use AI to assist in generating key ideas
- ii. You may **not** use AI to assist in generating a first text (including after detailed prompts)
- iii. You may **not** use AI to refine syntax and grammar for correct language submission

Any student found having used AI for any purpose will be subject to the **penalties** that would be incurred for other forms of **academic dishonesty**.

Research and writing are key skills that are integral to your history education. For this reason, I regard it as very important that you work on improving your own skills in finding sources, brainstorming ideas and refining your written expression.

Use of Google Docs for written assignments

All students are **required to use Google Docs** for writing (both drafting and revising) written assignments (specifically, the proposal and major essay). This is so that I can see your writing process and judge the originality of your work.

The **link** to the Google Doc should be included on the cover page of your final submitted assignment. Please ensure that you have set the Google Doc share settings to **'anyone with the link can edit.'** This will allow me to view the 'version history.'

Using Google Docs is compulsory for written assignments. Please contact me if you have any questions or concerns.

Plagiarism and improper citation

NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: <http://academicintegrity.ntu.edu.sg/for-students/module>.

Plagiarism includes:

1. **Passing off another author's work as your own work.** This includes:
 - a. Entirely copying phrases or sentences from an author without quoting or paraphrasing.
 - b. Substantially copying phrases or sentences from an author without quoting or paraphrasing, e.g. copying a phrase, changing a few words to synonyms, swapping around phrases within a sentence, or substantially copying a sentence while only changing a phrase or a part of it.
 - c. Not referencing ideas, arguments, information, examples or background context that you have derived from other authors in the footnotes.
2. **Self-plagiarism** includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon *reading* you

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have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.

All forms of plagiarism are serious offences. Assignments that have significant plagiarism will receive a fail mark. Assignments that contain minor incidents of plagiarism (e.g. inadequate paraphrasing or improper citation practices) will be significantly marked down or failed.

Paraphrasing means writing *in your own words*.

The following are general principles for proper citation and paraphrasing:

1. Take good notes from sources so that you do not 'accidentally' plagiarise because you have not properly recorded where you read an idea, argument, concept, or empirical detail. Keep detailed notes including the source and page number.
2. **Paraphrase when taking notes**, so that your notes are in your own words
3. Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.
4. Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. Paraphrasing is *not* changing a few words or phrases around. Again, it entails writing *in your own words*.
5. **You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author.** If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in one footnote at the end of the sentence.
6. Don't choose a topic you have already written on in another course. If you are interested in a similar subject area, take a significantly different angle, ask a substantially different question, or explore a connected but distinct topic. Please email your tutor for advice on self-plagiarism.

For references, please use the Chicago footnotes/bibliography style outlined here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Word count

There is a 10% allowance on all word limits. I.e. the word count can be 10% in excess or less than the stated word limit without penalization.

All word limits do not include the footnotes and bibliography.

Late submission of assignments

A 2% late penalty applies to written assignments (the proposal and major essay). Written **feedback will not be given** on assignments that are **3 or more days late**.

Extensions

General extension policy:

Unfortunately, I cannot give extensions due to assignment deadlines in other courses, unless there is some other factor you are experiencing. This is because all students have other deadlines to deal with, and it's unfair to grant extensions to some students due to their other deadlines, and not to other students. Thanks for your understanding on this.

I consider extension requests from students who are experiencing **physical illness (with MC) or mental illness that is significant/worsening/unmanageable**. I can also grant extensions if there is an **unexpected and serious extenuating circumstance** that prevents you from submitting the assignment by the deadline.

Some unexpected and serious circumstances (outside illness) might include:

- Bereavement
- A serious accident, injury or sudden/worsening illness (physical or mental) involving close family or friends
- An unexpected and serious personal financial crisis or accommodation crisis
- Unexpected (additional or new) caring responsibilities that are time-consuming and highly disruptive to university work
- Unplanned or unexpected circumstances during pregnancy (of self or partner)
- A home environment that has suddenly become highly disruptive to university work

Where possible, please **email me** with extension requests **prior to the due date**.

One day no-questions-asked extension on ONE assignment:

Because I understand that life happens, I have a policy to offer each student **one** no-questions-asked extension of **one day** on **ONE assignment**. You can use this on any assignment, but that will mean it's not available for subsequent assignments.

If you wish to use this one day extension, **please email me**, preferably prior to the day the assignment is due. A request for this extension is necessary - I will not automatically remove the late penalty.

Absence from class

If you are unable to attend class due to illness and have a Medical Certificate, you may make up for missed attendance by completing a **400-500 word discussion** of the compulsory readings.

Course Outline

Note: The weekly themes and reading list are provisional and subject to change.

Week 1: Introduction

I will discuss the main objectives of the course, practical issues, and questions regarding assessment. I will also offer a brief introduction to some of the main questions of the course, as well as a macro-overview of some of the developments in twentieth-century historiography. For the introduction, I will base myself on these readings, which I will post on NTU Learn (I do not expect you to read them before class, but they may be helpful for further study).

Optional reading (theory and method):

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method, and Practice*.

Harlow, UK: Pearson Education, 2012, 1-23. ("Proof and the Problem of Objectivity.")

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Con.: Wesleyan University Press, 1997, 1-19.

("Introduction.")

Feldner, Heiko. "The New Scientificity in Historical Writing around 1800." In *Writing History: Theory & Practice*, ed. Stefan Berger, Heiko Feldner and Kevin Passmore, 3-22. London:

Holder Arnold, 2003.

An example of mid-20th century historical critique:

E.H. Carr. *What is History?* London: Palgrave, 2001.

Week 2: Annales

Compulsory reading:

Braudel, Fernand. *Afterthoughts on Material Civilization and Capitalism*, translated by Patricia

M. Ranum. Baltimore and London: The Johns Hopkins University Press, 1977.

Further reading (theory and method):

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 139-171.

("Marxism, Annales, and the New Left.")

Stoianovitch, Traian. *French Historical Method: The Annales Paradigm*. Ithaca, NY: Cornell University Press, 1976.

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Con.: Wesleyan University Press, 1997, 51-64. ("France: The Annales.")

Week 3: Marxist Historiography and New Social History

Compulsory reading:

Thompson, E.P. *The Making of the English Working Class*. New York: Vintage Books, 1963.

Further reading (theory and method):

Iggers, Gerog G., Edward Wang and Supriya Mukherjee. *A Global History of Modern Historiography*, 2nd ed. London: Routledge, 2017, chapter 6.

Eley, Geoff. "Marxist Historiography." In *Writing History: Theory & Practice*, ed. Stefan Berger, Heiko Feldner and Kevin Passmore, 63-79. London: Holder Arnold, 2003.

Schofield, Philipp. "History and Marxism." In *Making History: An Introduction to the History and Practices of a Discipline*, Peter Lambert and Phillipp Schofield, 180-191. New York: Routledge University Press, 2004.

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 172-208.

Week 4: Postmodernism, Post-structuralism and the Linguistic Turn

Compulsory reading:

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1995.

Further reading (theory and method):

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 209-247. ("The Linguistic Turn, Postmodernism, and New Cultural History.")

Burke, Peter. *What Is Cultural History?* Cambridge, UK: Polity, 2008, 77-101.

Paul Rabinow, ed. *The Foucault Reader*. New York: Pantheon Books, 1984.

Week 5: Gender

Compulsory reading:

Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5. (1986): 1053-1075.

Thomas, Lynn M. 'Historicising Agency.' *Gender & History* 28, no. 2 (2016): 324-39.

Further reading (theory and method):

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010.

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. Harlow, UK: Pearson Education, 2012, 196-214. ("Feminism, Gender and Women's History.")

Further reading (debates in gender history and history of sexuality):

Najmabadi, Afsaneh. "Mapping Transformations of Sex, Gender, and Sexuality in Modern Iran." *Social Analysis: The International Journal of Anthropology* 49, no. 2 (2005): 54-77.

Chatterjee, Indrani. "When 'Sexuality' Floated Free of Histories in South Asia." *The Journal of Asian Studies* 71, no. 4 (2012): 945-962.

Boydston, Jeanne. "Gender as a Question of Historical Analysis." *Gender & History* 20, no. 8 (2008): 558-583.

Leow, Rachel. "Age as a Category of Gender Analysis: Servant Girls, Modern Girls, and Gender in Southeast Asia." *The Journal of Asian Studies* 71, no. 4 (2012): 975-990.

Week 6: Postcolonialism

Compulsory reading:

Edward Said. *Orientalism*. London: Penguin, 2003 [1978].

Further reading (theory and method):

Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Oxford, UK: Blackwell, 2001.

Young, Robert J.C. *Postcolonialism: A Very Short Introduction*. Oxford, UK: Oxford University Press, 2003. [Available as an ebook through NTU Library]

Childs, Peter, and R.J. Patrick Williams. *An Introduction to Post-Colonial Theory*. London: Prentice Hall, 1997.

Week 7: Writing week + consultations

The proposal will be due in week 7, so this week we will have a writing week. You can also arrange a Zoom consultation with me by appointment on email.

Week 8: Subaltern Studies

Compulsory reading:

Guha, Ranajit. 'On Some Aspects of the Historiography of Colonial India.' In *Selected Subaltern Studies*, ed. Ranajit Guha. Oxford University Press, 1988 [originally published 1982].

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2008 [2000].

Further reading (theory and critiques):

Ludden, David. 'Introduction: A Brief History of Subalternity.' In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 1-42. Delhi: Permanent Black, 2002.

Sarkar, Sumit. 'The Decline of the Subaltern in *Subaltern Studies*.' In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 400-29. Delhi: Permanent Black, 2002.

O'Hanlon, Rosalind. 'Recovering the Subject: *Subaltern Studies* and Histories of Resistance in Colonial South Asia.' In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 135-86. Delhi: Permanent Black, 2002.

Childs, Peter, and R.J. Patrick Williams. *An Introduction to Post-Colonial Theory*. London: Prentice Hall, 1997, chapter 5. (On Gayatri Spivak's writings.)

Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Oxford, UK: Blackwell, 2001, chapter 24.

Week 9: Transnational and Global History

Compulsory reading:

Subrahmanyam, Sanjay. 'Connected Histories: Notes Towards a Reconfiguration of Early Modern Eurasia.' *Modern Asian Studies* 31, no. 3 (1997): 735-62.

Bayly, C. A., Sven Beckert, Matthew Connelly, Isabel Hofmeyr, Wendy Kozol, and Patricia Seed. 'AHR Conversation: On Transnational History.' *The American Historical Review* 111, no. 5 (2006): 1441-1464.

Further reading (theory and method):

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. Harlow, UK: Pearson Education, 2012, 233-253. ("Global Histories.")

Osterhammel, Jürgen. "World History." In *The Oxford History of Historical Writing, Volume Five: Historical Writing since 1945*, ed. Axel Schneider and Daniel Woolf, 93-112. Oxford: Oxford University Press, 2011.

A critique of Subrahmanyam's "Connected Histories":

Chatterjee, Indrani. 'Connected Histories and the Dream of Decolonial History.' *South Asia: Journal of South Asian Studies* 41, no. 1 (2018): 69-86.

Another example of global history:

Bayly, C.A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. Malden, MA: Blackwell, 2004.

Week 10: Microhistory

Compulsory reading:

Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Baltimore: John Hopkins University Press, 1992.

Further reading (theory and method):

Levi, Giovanni. "On Microhistory." In *New Perspectives on Historical Writing*, ed. Peter Burke, 97-119. Cambridge, UK: Polity, 2001.

Burke, Peter. *What Is Cultural History?* Cambridge, UK: Polity, 2008, 31-50. ("The Moment of Historical Anthropology.")

Another example of microhistory:

Loos, Tamara. *Bones Around My Neck: The Life and Exile of a Prince Provocateur*. Ithaca: Cornell University Press, 2016.

Week 11: Oral History

Compulsory reading:

Menon, Ritu, and Kamla Bhasin. *Borders & Boundaries: Women in India's Partition*. New Brunswick: Rutgers University Press, 1998.

Further reading (theory and method):

Prins, Gwyn. "Oral History." In *New Perspectives on Historical Writing*, ed. Peter Burke, 120-156. Cambridge, UK: Polity, 2001.

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 172-208. ("New Social History.")

Perks, Robert, and Alistair Thomson, eds. *The Oral History Reader*. London, New York: Routledge: 2006

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. Harlow, UK: Pearson Education, 2012, 405-426. ("Oral History.")

Another example of oral history:

Raphael Samuel. *East End Underworld: Chapters in the Life of Arthur Harding*. Boston: Routledge and Kegan Paul, 1981.

Week 12: Open book in-class test

Please see above for a description of the test.

Week 13: Writing week + consultations

The proposal will be due in study week (week 14), so in week 13 we will have a writing week.

You can also arrange a Zoom consultation with me by appointment on email.

Textbooks, Readers, and General Works on Historiography

Berger, Stefan, Heiko Feldner, and Kevin Passmore, eds. *Writing History: Theory and Practice*. London: Hodder Arnold, 2003.

DRAFT SYLLABUS SUBJECT TO CHANGE

Bloch, Mark. *The Historian's Craft*. Trans. Peter Putnam. Manchester: Manchester University Press, 1992.

Burke, Peter, ed. *New Perspectives on Historical Writing*. Cambridge, UK: Polity, 2001.

Burrow, John. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. New York: Alfred A. Knopf, 2008.

Carr, E.H. *What is History?* London: Palgrave, 2001.

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method, and Practice*. Harlow, UK: Pearson Education, 2012.

Green, Anna, and Kathleen Troup. *The Houses of History: A Critical Reader in Twentieth-century History and Theory*. New York: New York University Press, 1999.

Hoefflerle, Caroline. *The Essential Historiography Reader*. New Jersey: Prentice Hall, 2011.

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Con.: Wesleyan University Press, 1997.

Iggers, Gerog G., Edward Wang and Supriya Mukherjee. *A Global History of Modern Historiography*, 2nd ed. London: Routledge, 2017,

Lambert, Peter and Phillipp Schofield. *Making History: An Introduction to the History and Practices of a Discipline*. Oxon; New York: Routledge University Press, 2004.

Schneider, Axel and Daniel Woolf, eds. *The Oxford History of Historical Writing, Volume Five: Historical Writing since 1945*. Oxford: Oxford University Press, 2011.

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. New York: Longman; Pearson: 2010.

Appendix: Course Style Guide

1. Format of all written assignments

1.A. Font

The essay should be in Times New Roman font. The body of paragraphs should be 12 point size. Headings should be 14 point size and footnotes 10 point size.

1.B. Spacing

The body of the essay (including block quotations) should be double spaced. However, footnotes may be single spaced.

2. Elements of style

2.A. Quotations

Double quotation marks should be used. Quotations within quotations should be indicated with single quotation marks. Place commas and full stops inside quotations and other punctuation marks (e.g. colons and semi-colons) outside the quotation, unless they are part of the quoted text.

Short quotes: Short quotations from other sources should be included in quotation marks within the body of the paragraph.

Block quotes: Quotations of four or more lines (before indenting) should be formatted as a block quote. In a block quote, the quoted text should be in a separate paragraph from the main text and indented from the margin. Neither italics nor quotation marks should be used in a block quote unless they appear in the original. The footnote to the quote should be included at the end of the quote, after the punctuation mark. The quoted text should be in double line spacing (like the main text).

2.B. Spelling

The essay should be in the English language. Students may use either American or British spelling, but should be consistent throughout. Quotations should follow the original text precisely, even if there are spelling or grammatical errors in the original. Students should insert “[sic]” after spelling and grammatical mistakes in quotations.

2.C. Italics

Italics should be used for non-English language words. However, words of non-English language origin that are commonly used in English (such as “bazaar”) do not need to be in italics. Moreover, foreign language proper nouns such as names, places, and organisations (for example, “Guomindang” or “Barisan Nasional”) should not be italicised.

2.D. References to titles in the text

References to the titles of books, pamphlets, films, etc. should follow the referencing style (see section 3 below). Thus, the following titles should be italicised: books; pamphlets; periodicals; plays; and films. The following should be enclosed in quotation marks: titles of articles; book chapters; unpublished works; and theses.

2.E. Brackets

Round brackets should be used in the main text (these are round brackets). Square brackets should be used for insertions in quotations, if an insertion is required so that the quoted sentence makes sense. For example: Washington stated in his 1796 Farewell Address, “The unity of government which constitutes you one people is also now dear to you [the American people].”

2.F. Numbers and dates

Spell out numbers less than ten, except for page numbers and dates, and material in footnotes and bibliography (see section 3 below on referencing style).

For dates, use the following forms: 20 December 1875; 1875–77; nineteenth century; 1870s; 200 B.C. and A.D. 200. Including A.D. is only necessary if non-inclusion would cause confusion. Abbreviations may be used in footnotes, e.g.: 20 Dec. 1875.

The following are examples of correct and incorrect references to decades:

The doctor gave up smoking back in the 1980's. → Incorrect

The doctor gave up smoking back in the 1980s. → Correct

The doctor gave up smoking back in the '80's. → Incorrect

The doctor gave up smoking back in the '80s. → Correct

3. Footnote and bibliography referencing style

Students are required to use the 17th edition of the *Chicago Manual of Style*, which is available on-shelf in the NTU library. A summary is available here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

If you need to cite a source type that is not listed in the URL above, please email me to consult on how it should be cited.